



CAROLINA ELEMENTARY

719 W. Carolina Avenue
Hartsville, South Carolina

Grades	1-5 Elementary School	
Enrollment	256 Students	
Principal	Donna R. Barrett	843-857-3230
Superintendent	Dr. Rainey Knight	843-398-5200
Board Chair	Charles Govan	843-332-2288

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Average
2010	Good	Average
2009	Good	Good
2008	Good	Below Average
2007	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

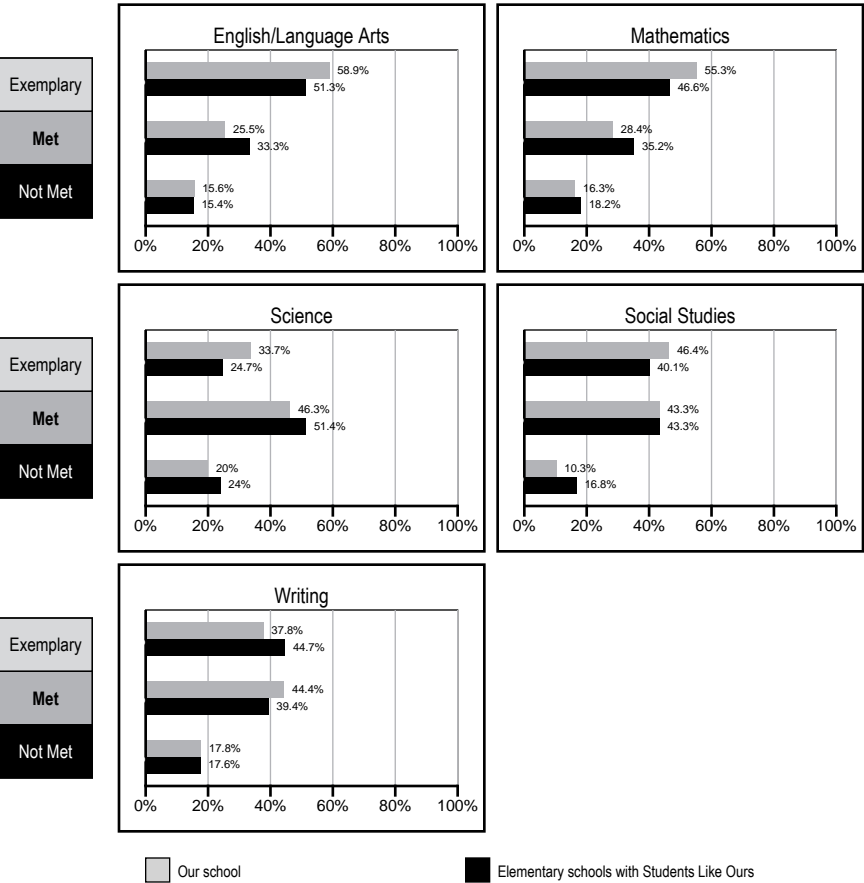
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 94%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
34	24	4	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=256)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.8%	Up from 0.7%	0.8%	1.1%
Attendance rate	96.9%	Up from 96.6%	96.6%	96.2%
Served by gifted and talented program	20.6%	Up from 18.8%	21.3%	13.4%
With disabilities other than speech	5.3%	Down from 15.3%	3.7%	4.1%
Older than usual for grade	0.0%	Down from 0.4%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=16)				
Teachers with advanced degrees	68.8%	Up from 62.5%	64.6%	62.5%
Continuing contract teachers	81.3%	Up from 75.0%	90.2%	88.2%
Teachers returning from previous year	87.7%	Up from 81.5%	88.8%	87.8%
Teacher attendance rate	93.4%	Down from 96.3%	95.2%	95.2%
Average teacher salary*	\$44,588	Down 1.9%	\$48,467	\$46,773
Professional development days/teacher	24.5 days	Up from 11.7 days	10.0 days	10.5 days
School				
Principal's years at school	13.0	Up from 12.0	4.3	4.0
Student-teacher ratio in core subjects	23.0 to 1	Down from 23.5 to 1	20.5 to 1	19.9 to 1
Prime instructional time	89.7%	Down from 92.0%	91.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.1%	Up from 98.1%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,893	Down 14.0%	\$7,019	\$7,447
Percent of expenditures for instruction**	57.4%	Down from 58.3%	70.1%	68.4%
Percent of expenditures for teacher salaries**	55.0%	Down from 56.6%	68.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Mission Statement: A community of learners dedicated to student achievement.

Purpose: The purpose of Carolina Elementary School is to promote academic excellence in each student's life and to establish positive relationships with the entire learning community.

PASS Goals: We are delighted to announce that Carolina Elementary met all the student achievement goals based on Palmetto Assessment of State Standards (PASS) results. Our state report score was: Good (Absolute) and Average (Improvement). We also met Annual Yearly Progress (AYP) by achieving 17 out of 17 criteria. The data is posted on the district website (darlington.k12.sc.us) and the state website (scde.com). We continue to work toward excellence in all academic areas.

Honors: Our guidance counselor was chosen as the finalist for the HEART (Higher Education Awareness Readiness Transition)Award from the South Carolina Commission for Higher Education for her efforts in providing our students with opportunities and information for transitions from school to work.

Activities: This year Carolina held its first Fun Run at Byerly Park for all students and parents who wanted to participate. In October, we had our first parent picnic. Parents enjoyed lunch on the playground with our students. Service Learning projects included gathering items for the local Humane Society, Shoeboxes, Pennies for Leukemia, can goods for our local community and soup kitchen, Relay for Life and recycling water bottles. Our Junior Beta Club students help to organize and collect these items. Our parent showcase this year focused on writing. Parents came to our classrooms and wrote poems with our students. At the end of the year, third grade participated in a writing camp that was held in the classroom. This "camp" gave students a real life reason for writing. We also had grade level celebrations and a fifth grade graduation. In April, students participated in an after school program called MAD Science where students were actively involved in science experiments and learning.

School Climate: We continue with Positive Behavior Interventions with our distribution of coins to students and staff for showing positive behaviors. Classes get to choose rewards for accumulating coins. As a school wide reward, we ended the year with a celebration called "Dragon Fest" where students go to special events during the day in honor of positive behaviors.

Technology: Three of our teachers participated in district training for new software Activ Inspire for our Promethean Boards. They will train the remaining staff members this coming year.

Parent Organizations: Our Fitness Trail is complete for this year including a climbing wall designed and constructed by an Eagle Scout from our Hartsville High School.

Carolina Staff and students are dedicated to doing our best in academics, building positive relationships and serving others.

Donna R. Barrett, Principal
Nique Knockemus, School Improvement Council Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	42	39
Percent satisfied with learning environment	100.0%	78.6%	94.9%
Percent satisfied with social and physical environment	100.0%	83.3%	97.4%
Percent satisfied with school-home relations	100.0%	92.9%	97.4%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress

NO

This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	155	100	15.1	24.7	60.3	88.4	77.6	82.4	Yes	Yes
Gender										
Male	78	100	20.5	23.3	56.2	83.6	73.7	78.7	N/A	N/A
Female	77	100	9.6	26	64.4	93.2	81.7	86.2	N/A	N/A
Racial/Ethnic Group										
White	109	100	6.7	23.1	70.2	96.2	86.6	88.9	Yes	Yes
African American	43	100	37.5	30	32.5	67.5	70.9	72.9	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	76.7	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	32	100	41.9	25.8	32.3	58.1	47.6	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75.3	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	64	100	33.3	33.3	33.3	71.9	72.5	75.4	No	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	155	100	15.8	27.4	56.8	89.7	80.5	81.9	Yes	Yes
Gender										
Male	78	100	19.2	20.5	60.3	87.7	78.6	79.9	N/A	N/A
Female	77	100	12.3	34.2	53.4	91.8	82.5	84.1	N/A	N/A
Racial/Ethnic Group										
White	109	100	8.7	25	66.3	96.2	88	88.9	Yes	Yes
African American	43	100	35	35	30	72.5	74.8	71.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	85	94.6	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	86.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	32	100	48.4	22.6	29	54.8	51.2	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	64	100	31.6	35.1	33.3	75.4	76.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	103	100	19.4	44.9	35.7	80.6	66.2	68.6
Gender								
Male	53	100	24.5	34.7	40.8	75.5	67.3	68.3
Female	50	100	14.3	55.1	30.6	85.7	65	68.9
Racial/Ethnic Group								
White	66	100	7.8	45.3	46.9	92.2	81.3	80.7
African American	35	100	42.4	45.5	12.1	57.6	55	51.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	62.7	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	20	100	52.6	15.8	31.6	47.4	42.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	62.5	60.7
Socio-Economic Status								
Subsidized meals	50	100	35.6	46.7	17.8	64.4	59.3	57.3

Social Studies

All Students	106	99.1	10	42	48	90	71	72.5
Gender								
Male	56	100	9.4	37.7	52.8	90.6	71.1	72
Female	50	98	10.6	46.8	42.6	89.4	70.9	73.1
Racial/Ethnic Group								
White	79	100	6.7	38.7	54.7	93.3	80.9	81
African American	26	96.2	20.8	54.2	25	79.2	63.1	60
Asian/Pacific Islander	N/A	N/AV	I/S	I/S	I/S	I/S	80	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	20	100	25	35	40	75	42.6	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84	69.7
Socio-Economic Status								
Subsidized meals	41	97.6	21.6	51.4	27	78.4	65	62.9

Abbreviations for Missing Data

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N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	51	96.1	17.8	44.4	37.8	82.2	67.4	73.2	96.9	95.4
Gender										
Male	23	91.3	15	60	25	85	61.2	67.2	96.7	95.1
Female	28	100	20	32	48	80	74	79.4	97.2	95.7
Racial/Ethnic Group										
White	35	97.1	9.1	51.5	39.4	90.9	78.1	81.5	96.8	94.9
African American	14	92.9	45.5	27.3	27.3	54.5	59.5	61.3	97.1	95.7
Asian/Pacific Islander	1	I/S	N/A	N/A	N/A	N/A	I/S	87	98.9	96.8
Hispanic	1	I/S	I/S	I/S	I/S	I/S	57.9	66.7	96.2	96.2
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	93.5
Disability Status										
Disabled	13	84.6	N/AV	N/AV	N/AV	36.4	19.7	26	96.6	93.9
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	98.5
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	75	65.7	98.5	96.8
Socio-Economic Status										
Subsidized meals	20	95	38.9	38.9	22.2	61.1	60.7	63.2	96.7	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	52	100	17	19.1	63.8	83
	4	57	100	25.5	30.9	43.6	74.5
	5	58	100	25.9	27.8	46.3	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	100	10.9	8.7	80.4	89.1
	4	55	100	18.9	32.1	49.1	81.1
	5	50	100	14.9	31.9	53.2	85.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	52	100	21.3	17	61.7	78.7
	4	57	100	18.2	34.5	47.3	81.8
	5	58	100	25.9	42.6	31.5	74.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	100	15.2	21.7	63	84.8
	4	55	100	7.5	28.3	64.2	92.5
	5	50	100	25.5	31.9	42.6	74.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	26	100	39.1	34.8	26.1	60.9
	4	56	98.2	20.4	57.4	22.2	79.6
	5	29	93.1	37.5	41.7	20.8	62.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	24	100	26.1	30.4	43.5	73.9
	4	54	100	11.5	50	38.5	88.5
	5	25	100	30.4	47.8	21.7	69.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	26	100	8.3	37.5	54.2	91.7
	4	56	98.2	25.9	51.9	22.2	74.1
	5	29	96.6	22.2	40.7	37	77.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	26	100	4.3	21.7	73.9	95.7
	4	55	100	11.3	52.8	35.8	88.7
	5	25	96	12.5	37.5	50	87.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	51	98	13	45.7	41.3	87
	4	58	93.1	35.8	37.7	26.4	64.2
	5	56	92.9	29.4	33.3	37.3	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	51	96.1	17.8	44.4	37.8	82.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2012	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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